Grade 8 Grammar Pacing Guide

At Amplify, we know that one of the top priorities of ELA teachers is to help their students communicate ideas clearly and powerfully. We recommend that teachers use the introductory Unit A's to build the foundational writing skills of Focus, Use of Evidence, and Productivity, as well as the writing routines of writing time, Sharing, and working with feedback. When students are able to identify the ideas they want to communicate, and develop the stamina and motivation to write at length about them, both student and teacher gain a stronger understanding of the key grammar skills needed to boost clarity and power in writing. Amplify ELA measures success with grammar instruction by students integrating these skills correctly and purposefully in their regular writing activities.

Amplify offers a number of resources to support grammar instruction.

- The **Grammar Unit** contains self-guided instruction and practice activities to cover both the key grammar topics for grades 6–8, as well as topics that often require continued practice and review.

- *Mastering Conventions One, Two*, and *Three* (found in every unit overview) contain whole-class lessons and drills that provide extensive coverage of remedial and grade-level grammar topics.

- **Grammar Revision Assignments** (in the Materials section of each Flex Day) provide suggested exercises to support students as they practice key skills in the context of their own writing.

- The Amplify partnership with **Quill.org**™ provides students and teachers with easy access (through the Global Navigation Menu) to Quill's extensive range of both self-guided and whole-lesson activities, including Quill Connect's sentence-combining activities.

This Grammar Pacing Guide provides a sequence teachers might follow to provide grammar instruction and practice as part of each Flex Day. The sequence ensures coverage of grade-level grammar topics, review of topics that support a student's steady control and understanding of key sentence building blocks, and a small preview of next year's topics. For each topic (and corresponding standard), the guide recommends both a set of self-guided activities from the digital grammar unit and a whole-class lesson(s) or skill drill(s) from the *Mastering Conventions* resources. The teacher would choose the whole-class lesson for a class of students for whom the topic is largely new, or who need supported review. For topics with which students have a familiarity but could benefit from additional practice, the teacher would direct students to the identified lessons within the digital grammar unit. Amplify also encourages teachers to review the Table of Contents within *Mastering Conventions One, Two*, and *Three* and within Quill.org for a much more complete set of grammar lessons and drills.

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While grammar instruction that targets specific topics is important, reinforcement and encouragement of topics within students' own writing also strengthens learning. Amplify recommends that a teacher provide targeted feedback when they note a student using one of these grammar elements in writing activities, and assigning regular revision assignments that ask students to apply this skill to their own writing.

* *Establish the Foundation*: The topic is review of a standard or topic that was likely introduced in an earlier grade.
   Grade Level: The topic is identified by the standards for coverage at this grade level.
   Stepping Up: The topic provides a basic preview of a subsequent grade standard.
† Indicates Progressive Language Standard that was introduced in an earlier grade but requires continued attention.

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Suggested Sequence	Topic	Standard	Instructional Resource
1	**The Complete Sentence*** *Establish the Foundation*	**L.4.1.F** † Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. **L.8.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.8.2** Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**Grammar Unit, Sub-Unit 1, Lesson 5:** Defining a Complete Sentence II • Simple Subject and Predicate • The Implied Subject • Distinguishing the Simple Subject and Predicate • Revision: Subject and Predicate *Mastering Conventions One* Unit 1, Skill Drills 2C and 2D *Mastering Conventions Two* Unit 6, Lesson 23: Punctuating and Formatting Direct Quotes
2	**The Complete Sentence*** *Establish the Foundation*	**L.8.1.A** Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	**Grammar Unit, Sub-Unit 1, Lesson 6:** The Simple Subject II • Nouns • Simple Subject • Verbals • Compound Subject • Revision: Subject and Predicate *Mastering Conventions Three* Unit 1, Lesson 1: Reviewing Subjects and Predicates Unit 1, Lesson 2: Reviewing Parts of Speech—Nouns and Adjectives
3	**The Complete Sentence*** *Establish the Foundation*	**L.4.1.F** † Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. **L.8.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**Grammar Unit, Sub-Unit 1, Lesson 3:** The Simple Predicate • The Verb • Simple Predicate • The Auxiliary Verb • Compound Predicate • Revision: Subject and Predicate *Mastering Conventions Two* Unit 2, Lesson 7: Identifying Gerunds Unit 2, Skill Drills 7A and 7B

Suggested Sequence	Topic	Standard	Instructional Resource
4	**The Complete Sentence*** *Establish the Foundation*	**L.4.1.F** † Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. **L.8.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**Grammar Unit, Sub-Unit 1, Lesson 4:** Identifying and Fixing Complete Sentences I • Identifying Complete Sentences • Identifying Fragments • Revision: Subject and Predicate *Mastering Conventions Two* Unit 1, Lesson 3: Defining, Finding, and Fixing Run-On Sentences Unit 1, Lesson 4: Defining, Finding, and Fixing Run-On Sentences
5	**The Verb*** *Establish the Foundation*	**L.5.1.D** † Recognize and correct inappropriate shifts in verb tense. **L.8.1.C** Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	**Grammar Unit, Sub-Unit 5, Lesson 1:** Recognizing Verbs and Time Markers • Identifying Regular Verbs • Identifying Time Markers and Verbs • Identifying Verbs • Identifying the Sequence of Action • Revision: Basic Verb Tenses *Mastering Conventions Three* Unit 3, Lesson 9: Identifying Different Verb Tenses—Past, Present, and Future
6	**The Verb*** *Establish the Foundation*	**L.5.1.D** † Recognize and correct inappropriate shifts in verb tense. **L.8.1.C** Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. **L.8.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**Grammar Unit, Sub-Unit 5, Lesson 2:** Basic Verb Tenses • Regular Present and Past Tense • Irregular Present and Past Tense • Present and Past Continuous • Future Tense • Revision: Basic Verb Tenses *Mastering Conventions Three* Unit 3, Skill Drills 9A–9C

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Suggested Sequence	Topic	Standard	Instructional Resource
7	**The Verb*** *Establish the Foundation*	**L.5.1.D** † Recognize and correct inappropriate shifts in verb tense. **L.8.1.C** Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	**Grammar Unit, Sub-Unit 5, Lesson 3:** Perfect Tenses • Present Perfect • Present Perfect vs. Simple Past • Past Perfect • Present Perfect Continuous • Revision: Basic Verb Tenses ***Mastering Conventions Three*** Unit 3, Lesson 10: Reviewing How Verb Tense Shows When Action Occurs
8	**The Verb*** *Establish the Foundation*	**L.5.1.D** † Recognize and correct inappropriate shifts in verb tense. **L.8.1.C** Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	**Grammar Unit, Sub-Unit 5, Lesson 4:** Finding and Fixing Common Verb Errors • Verb Consistency • Reported Speech • Writing About Text • Revision: Basic Verb Tenses ***Mastering Conventions Three*** Unit 3, Lesson 11: Finding and Fixing Verb Tense Inconsistencies
9	**The Complete Sentence*** *Grade Level*	**L.7.3.A** † Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. **L.8.1.A** Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	**Grammar Unit, Sub-Unit 2, Lesson 1:** Modifying the Subject • Adjectives • Adjective Phrases • Prepositional Adjectives and Adjective Phrases • Adjective Clauses • Revision: Modifiers and Dependent Clauses ***Mastering Conventions Three*** Unit 1, Lesson 3: Reviewing Misplaced Modifiers—Adjectives Unit 2, Lesson 6: Introducing Infinitives Unit 2, Lesson 7: Identifying Infinitives Used as Adjectives in a Sentence Unit 2, Skill Drill 7A

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10	**The Complete Sentence*** *Grade Level*	**L.7.1.C** † Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. **L.7.3.A** † Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. **L.8.1.A** Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	**Grammar Unit, Sub-Unit 2, Lesson 2:** Modifying the Predicate • Adverbs • Adverb Phrases • Prepositional and Participial Adverbs • Adverb Clauses • Revision: Modifiers and Dependent Clauses *Mastering Conventions Three* Unit 1, Skill Drill 3A Unit 2, Lesson 8: Identifying Infinitives That Describe Actions in a Sentence Unit 2, Skill Drill 8A
11	**The Verb** *Grade Level*	**L.8.1.C** Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. **L.8.3.A** Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	**Grammar Unit, Sub-Unit 6, Lesson 1:** Verb Mood • Indicative • Interrogative • Imperative • Conditional • Revision: Verb Moods and Voice *Mastering Conventions Three* Unit 3, Lesson 13: Changing Verb Moods for a Different Impact
12	**The Verb** *Grade Level*	**L.8.1.C** Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. **L.8.3.A** Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	**Grammar Unit, Sub-Unit 6, Lesson 2:** Verb Modals and Subjunctive Mood • Modals for Probability • Modals for Permission • Modals for Obligation and Suggestion • Subjunctive • Revision: Verb Moods and Voice *Mastering Conventions Three* Unit 3, Skill Drills 13A–13C

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Suggested Sequence	Topic	Standard	Instructional Resource
13	**The Verb** *Grade Level*	**L.8.1.B** Form and use verbs in the active and passive voice. **L.8.3.A** Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	**Grammar Unit, Sub-Unit 6, Lesson 3:** Active and Passive Voice • Recognizing Active and Passive Voice • Choosing Active or Passive Voice • Identifying Passive Sentences • Changing from Passive to Active • Revision: Verb Moods and Voice ***Mastering Conventions Three*** Unit 3, Lesson 12: Changing Verb Voice for a Different Impact Unit 3, Skill Drills 12A–12C
14	**The Verb** *Grade Level*	**L.8.1.B** Form and use verbs in the active and passive voice. **L.8.1.C** Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. **L.8.1.D** Recognize and correct inappropriate shifts in verb voice and mood. **L.8.3.A** Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	**Grammar Unit, Sub-Unit 6, Lesson 4:** Finding and Fixing Common Errors • Choosing the Correct Verb Mood • Consistency in Verb Mood and Voice • Finding and Fixing Common Errors • Revision: Verb Moods and Voice ***Mastering Conventions Three*** Unit 3, Skill Drill 13D

Suggested Sequence	Topic	Standard	Instructional Resource
15	**The Complete Sentence*** *Establish the Foundation*	**L.4.1.F** † Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. **L.7.1.C** † Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. **L.7.3.A** † Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	**Grammar Unit, Sub-Unit 2, Lesson 3:** Dependent and Independent Clauses • Independent vs. Dependent Clauses • Identifying Dependent Clauses • Identifying Complete Sentences • Revision: Modifiers and Dependent Clauses ***Mastering Conventions Three*** Unit 1, Lesson 4: Showing With Participial Phrases Unit 1, Skill Drills 4A and 4B
16	**The Complete Sentence*** *Establish the Foundation*	**L.4.1.F** † Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. **L.7.1.C** † Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. **L.8.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**Gramar Unit, Sub-Unit 2, Lesson 4:** Identifying and Fixing Complete Sentences I • Identifying Fragments • Identifying Fragments in Longer Passages • Identifying Complete Sentences • Revision: Modifiers and Dependent Clauses ***Mastering Conventions Three*** Unit 1, Skill Drills 4C and 4D

Suggested Sequence	Topic	Standard	Instructional Resource
17	**The Complete Sentence*** *Grade Level*	**L.4.1.F** † Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. **L.8.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.8.2.A** Use punctuation (comma, ellipsis, dash) to indicate a pause or break. **L.8.2.B** Use an ellipsis to indicate an omission.	**Grammar Unit, Sub-Unit 7, Lesson 1:** Commas, Ellipses, Dashes, and Parentheses • Punctuating Nonrestrictive Elements • Commas and Coordinate Adjectives • Indicating a Pause or a Break • Indicating an Omission • Revision: Punctuation ***Mastering Conventions Three*** Unit 4, Lesson 15: Use Punctuation to Indicate a Pause or Break
18	**The Pronoun*** *Establish the Foundation*	**L.6.1.C** † Recognize and correct inappropriate shifts in pronoun number and person. **L.6.1.D** † Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). **L.8.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**Grammar Unit, Sub-Unit 4, Lesson 3:** Clear Pronoun Reference I • Vague Pronoun Reference • Pronoun Reference in Longer Passages • Variety in Longer Passages • Revision: Pronouns ***Mastering Conventions Two*** Unit 5, Lesson 17: Reviewing Pronouns

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Suggested Sequence	Topic	Standard	Instructional Resource
19	**The Pronoun*** *Establish the Foundation*	**L.6.1.C** † Recognize and correct inappropriate shifts in pronoun number and person. **L.6.1.D** † Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). **L.8.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**Grammar Unit, Sub-Unit 4, Lesson 4:** Clear Pronoun Reference II • Hidden Antecedent • Missing Antecedent • Clear Reference with Relative Pronouns • Clear Reference with Demonstrative Pronouns • Revision: Pronouns
20	**The Pronoun*** *Establish the Foundation*	**L.6.1.D** † Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). **L.8.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**Grammar Unit, Sub-Unit 4, Lesson 5:** Finding and Fixing Common Errors • Agreement with Antecedent • Vague Pronoun Reference • Agreement in Person, Number, and Type • Correct Pronoun Usage • Revision: Pronouns